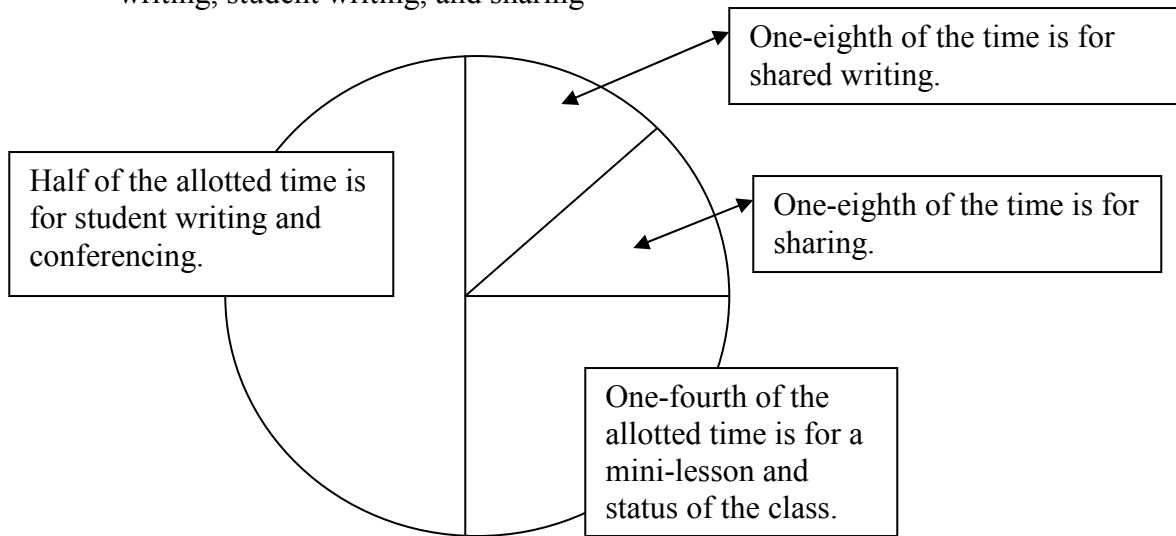


Writing Workshop in the Classroom

1. Set aside time for writing every day. Within the writing time, schedule a mini-lesson, shared writing, student writing, and sharing



2. If your time schedule does not allow for including all the components of teaching writing, split it up between two days—mini lesson and shared writing on one day; review, student writing, sharing on the second day.
3. **Mini Lessons** are quick and explicit lessons about writing and the writing process. Some ideas for mini lessons are:
 - Purpose of writing
 - Procedures—going to desks, sharpening pencils, getting supplies, conferencing, asking questions, etc
 - Getting ideas
 - Conventions
 - Revision—narrowing the ideas, adding details, word choice, sentence fluency, organization, etc
 - The writing process
 - Proofreading
 - The purpose and place of conventions
4. **Shared Writing** is a must. As a teacher you should model writing, revising, editing to your students. Some days this will only be a modeling process, other days the students may help you with the content, or even taking the pen themselves to write.
5. **Status of the Class** provides a record for the teacher as to what the students are working on, where they are in the process, and observations for instruction.
6. **Writing Time—Students are writing!** Mix up the type of writing students are engaged in. Some self-selected writing is necessary. Teachers are also responsible for teaching of genres and structures of writing. They can be assigned as part of the writing workshop. . During this time the teacher is conferencing with individual students or may be conducting some small group conferencing and or instruction. Throughout the year balance assigned topics, genres with student selected topics, and writing to prompts.

7. **Sharing** student work is an important component of writing workshop. Students share what they have been working on. The purpose of sharing varies—sometimes it is a celebration of accomplishment, other times it is to gain feedback from the other students. Procedures for sharing should be taught and expected so that it is a positive experience for the students.
8. **Journal Writing** or “free-writing” should be included—daily is best, but it may need to be three to five times a week. This does not need to be during the formal writing block, but could be bell work, independent work during small group reading instruction, . . . Most of the writing should be student generated ideas, but brainstorming for ideas may need to happen as a whole group. The teacher should be prepared to model and share his own journal writing. A quick time for sharing should be included.
9. **Publishing** Not all writing is taken completely through to the publishing stage, although most writing should go through the writing process—including revisions. Each quarter, choose one or two pieces to revise, edit, and publish.
10. **Grading** Refer to the State Core Curriculum to decide what needs to be taught and mastered in your grade level. Establish a timeline or map of when explicit teaching of that skill will take place. Construct a rubric (I like to do this with my students) of the expectations and requirements for a “top-grade.” The rubrics will change over time. As the year goes on, the abilities of the students will increase—your rubrics should reflect this process. **Make sure the students understand what the expectations are!**